

HISTORY  
of  
STUDENT FINANCIAL AIDS  
at  
THE OHIO STATE UNIVERSITY  
1936 to 1968

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The Department of Student Financial Aids began as the Student Employment Office in September, 1936. Through a federal grant under the National Youth Administration 2,152 students were enabled to earn on campus approximately \$190,000 during Academic Year 1936-37.

Thirty-one years later the Department of Student Financial Aids provided to students, in the Academic Year 1967-68, financial support in the amount of five million dollars through various organized programs of scholarship and grant gift aid, long and short term loans and federally assisted campus employment.

This is a narrative of the gradually accelerating growth of this vital student service program.

The Student Financial Aids Department began as the Student Employment Office, established on September 1, 1936 upon the recommendation of the University Personnel Council to President Rightmire. The two or three preceding years saw the University in the throes of the severest of the depression years. Enrollment had dropped from 15,000 in 1929 to 13,000 in 1933. New importance was given to self-help programs with such immediate results as the establishment of the low cost Stadium Dormitory in 1933 and the new full-time staffed university office mentioned above to promote a part-time employment program.

During this same period, the federal government had been urged by colleges and universities over the country to provide funds for a "college aid program." Ohio State was among the institutions citing the critical situation to federal authorities and recommending support of grant, loan, and employment programs. The Federal Aid Program took form in February 1934, at which time Ohio State received its first FERA grant for student aid purposes.

With the availability of federal money for a student work program, Dr. William H. Cowley in the Bureau of Educational Research and other members of the faculty and administrative staff organized procedures for the first large centralized student employment program at the University. With no precedent from which to draw, Dr. Cowley's office inherited most of the administrative responsibility for this original program.

In 1936, he suggested that the Federal Student Aid Program (which in 1935 had become a student employment program under the National Youth Administration) be combined with the Men's Employment Bureau of the Ohio Union into a new Student Employment Office. The Men's Employment Bureau had been a full-time Ohio Union activity since 1930 and, prior to that, had been a responsibility of the University YMCA.

The Student Employment Office was then established under the Office of the President and was located in Room 104 of the Administration Building. A

year later it was made a responsibility of the Dean of Men's Office.

The newly-organized effort to help students find jobs in which they could earn at least part of their educational expenses started with a federal grant of approximately \$200,000 under the National Youth Administration in the Fall of 1936. This first year's effort involved 2,152 students and an expenditure of \$190,000. It was administered by Asst. Dean of Men William S. Guthrie. All jobs under this program were on campus. At this time, offices offering various types of financial aid - loans, scholarships, remission of fees, cooperative housing and male/female employment - were widely scattered, requiring students to fill out many types of applications. Even then, it was strongly recommended that these all be coordinated within one department.

Employment off campus consisted mainly of food service, work in exchange for a room (which often could not be rented), odd jobs (housecleaning and yard work), a few stockwork jobs in grocery and drug stores, and service station labor. The going rate started at  $37\frac{1}{4}\phi$  per hour for a dishwasher under 21. Workers over 21 were not covered by the state Minimum Wage Law, and the going rate for them was 15 to 20 cents for stockwork and gas station jobs.

Some students started their own business with help and counsel by the Student Employment Office. For example, faculty cars were dusted and glass and carpeting cleaned weekly at \$1.00 per month. Downtown employers seemed very reluctant to accept part-time help or provide any in-service training.

In an effort to provide better-trained applicants, the Student Employment Office began testing clerical applicants and, with the help of the Physical Education Department and the School of Social Administration, presented a voluntary extra-curricular course in Summer Camp Counseling.

This development brought further urgings that all part-time campus employment be administered through the Student Employment Office in order that fully qualified applicants definitely in need of such help could be given preference

and be appropriately referred.

After five years of experience with student employment referral, both on- and off-campus in the regular employment program and strictly on-campus work under the NYA program, it was apparent that on-campus work more often related to the educational purpose of the student than working for off-campus employers. It was also evident that a central referral agency for all on-campus work opportunities would better insure that the qualified student who needed money would get the self-help opportunities without needless duplication in submitting applications to many different campus employers.

Further, since scholarships, loans and employment were all administered in different places and cooperation between administering agencies was lacking or at least difficult, demands from various sources for a centralized financial aid service grew more vociferous.

In 1942, regular and NYA employment for both men and women, some student loans and 23 Development Fund scholarships were brought together under one department. This department worked closely with college placement offices concerning employment records. A close relationship was envisioned between this office and departments regarding part-time employment to afford students practical experience in their major fields of study.

A beginning was made in the same year, on a voluntary basis, of centralized job referrals and record keeping for employment in the various departments and activities on campus. Though it had many advantages to both the student and the employer, this was only moderately successful. The independence of departmental employers was too deep-rooted.

The war effort at this time began to point up the urgent need for well trained and educated personnel. Federal aid to education as a stimulus to the production of such human assets was beginning to be considered. Accordingly, student loans and wages as financial aid to college students suddenly gained

greater importance, prompting elaboration of aid programs. Similarly, a clarification of the goals of such programs became imperative.

On February 1, 1943 Asst. Dean of Men William S. Guthrie, Director of Student Employment and the National Youth Administration Program since its inception, was loaned on a half-time basis to the College of Arts and Sciences to assume graduate placement and senior division counseling duties. On July 1, 1943 he was on leave to serve as Acting Junior Dean in the College of Arts and Sciences. The Student Employment Office continued under the acting directorship of Mrs. Founta D. Greene who had been Dean Guthrie's Assistant since October 1, 1941.

The full impact of the war began to be felt in 1943. Male enrollment was drastically reduced, employment demands were sharply up and female job applicants outnumbered male applicants for the first time. Students found some sort of war effort contribution much more appealing than the usual campus activities. As a result, over 100 students registered for volunteer work at no pay.

The Student Employment Office served as an information and referral center for employers seeking graduates and part-time student workers. Placement offices became more organized and the coordination between the college placement offices became much more effective. University Placement sponsored a United States Employment Services registration. The first year, this was only moderately successful since there were only 28 registrants.

With an urgent need in local industry for skilled personnel, students were given specialized training in shop work and clerical tasks and were organized in four hour shifts. Farm labor took on a new meaning and students were recruited for Saturday work on nearby farms. Wives of service men and students began filling the full-time vacancies on campus and in local industry.

Though continuing, the NYA began to phase out in 1943. Though short-lived, it had served to assist needy students financially as well as fostering an

organized program of student employment on campus.

As a supplemental federal aid to students, a Federal Student Loan Program for students in the critical areas of Engineering, Science and Medicine was initiated. In the first year over 250 loans were made totalling just over \$80,000. This, together with the Kellogg Foundation \$10,000 loan program for Medicine and Dentistry, eased the strain on the University Loan Program which helped 180 students with a total of about \$16,500. This federal loan program under the U.S. Office of Education together with the "scholarships" under the new Army-Navy Specialized Training Programs marked the beginning of federal student aid assistance through all three channels of scholarship, loan and employment.

These experiences and the prospects of a much-expanded student aid program prompted a reorganization under the title of The Student Financial Aids Office and the Directorship of Dr. B.L. Stradley in August 1946.

By 1947, the NYA employment program had been phased out completely and the federal scholarship and loan programs, created only two years before, had been discontinued. The postwar period required a readjustment in the entire financial aid field. The need had shifted from one of subsidizing the training of personnel to pursue the war effort to one of providing financial assistance for students pursuing an education.

The end of the war brought tremendous increase in enrollment, especially of male students. Costs had increased more than wages. Hourly rates had increased only about 10¢ per hour in ten years, to a range of 50¢ to \$1.25. The number of men seeking employment had more than tripled in ten years while the number of placements only doubled. More than half the placements were in jobs off campus.

The number of scholarships being administered had only increased from twenty-three to twenty-nine in five years, supported by sixteen different funds

totalling about \$5,000. Individual awards ranged from \$60 to \$400.

Considering that by 1947 a number of states had paid war bonuses and that veterans were streaming back to campus under the so-called "G.I. Bill", the continuing demand for employment and loans emphasized the necessity of financial aid for students. Many of the veterans, a very serious and educationally eager group, were married and had small children to support.

There was a large increase in the demand for student loans. The number of applicants and total loan appropriation tripled over that of the previous year.

At this time the activities of the Student Financial Aids Office were expanded to include the Collection of Student Court traffic fines. In a year's time these collections amounted to \$11,000 and were used to increase the loan funds.

1947-48 evidenced an acceleration of scholarship funds and sources of financial support. Entering freshmen were the principal benefactors of this increase. A program of fee remissions was begun for outstanding students who enrolled in the College of Education. One such award was made available to a student from each of the 88 counties in Ohio. Overall, the number of undergraduate awards increased six-fold from 29 to 175 over the previous year.

The demand for loans also increased by approximately 50% with allocations totalling about \$55,000. The income from traffic fines increased to over \$13,000, constituting the principal single support of the loan fund. Responsibility for the collection of these fines was transferred from Student Financial Aids to the Service Department.

Employment on campus and in Columbus began to tighten and, although fewer job opportunities were available, the Employment Unit was able to place a few more students than previously. Wage rates were relatively stable and varied from 50¢ per hour for unskilled help to \$2.00 or \$2.50 for those with skill and experience.



Mrs. Lucille G. Rose was appointed as Associate Director, Student Financial Aids and managed the office under Dr. Bland Stradley, Vice President in Charge of Student Affairs, who continued as Director.

In October 1949 Mrs. Rose was appointed Director and the Student Financial Aids Department was finally recognized as a separate entity reporting directly to the Vice President for Student Affairs who also served as the Chairman of the Scholarship Committee appointed by the President as the policy-making body in the field of Student Financial Aids. The Committee was further composed of Professors Harold Grim, Ralph Paffenbarger and Wayne Ley; Christine Conaway, Dean of Women; Joseph Park, Dean of Men; John Fullen, Secy. of the Alumni Assn. and Mrs. Rose.

By the end of the 1949-50 Academic Year, scholarship awards had increased to 432 valued at over \$57,000; loans had been made to 1,085 students for over \$90,000 and the demand for employment continued a steady increase to approximately 5,500 students, 70% of whom were new applicants.

Many of these job seekers were without established skills, and, although the number of listed openings increased, there was a 22% drop in the number of these students who were acceptable to employers. At the same time there was a noticeable tightening of the on-campus budgets for extra labor and the percentage of on-campus placements dropped from approximately 50% to around 10%. This presented quite a problem in that many of those who really needed work did not have their own transportation to reach jobs in outlying areas of Columbus.

By 1951 the loan program was experiencing a rapid increase in popularity. At the end of World War II the maximum number of loans granted in any one year since 1940 was 176. The year 1951 saw the granting of 1,124 loans valued at over \$97,000. This represented 22% of all the loans made since 1930 and 26% of their total value.

A survey at this time indicated that 99 loans valued at \$8,756 were long

overdue, six of which were considered to be uncollectable. The latter would represent only a loss of \$461. Even if none of the 99 loans were collected they would represent only 2.3% of all the money loaned since 1930.

The Scholarship Program too was growing rapidly under the new departmental organization. During the last six months of calendar year 1950 there were 555 scholarships granted. Their value was approximately \$75,000 of which almost \$15,000 was fee remission.

Employment was increasing more slowly. Over 4,000 jobs were filled but only about 10% of these were on campus. Significantly, the greatest increase both in student applicants and in placements was for women. Perhaps the heavy employment role played by women during W.W. II was having some influence on the following generation. However, lowering national unemployment heralded a decrease in job openings. There was a small decrease in students hired the following year.

Gradual phasing out of GI benefits, rising inflation and full employment all had an influence on the increasing demand for student financial aid by 1952. Though not increasing in number, the loan appropriation increased to approximately \$127,000. It is interesting to note that about 60% of the loan requests were from students at the graduate or professional level.

Scholarships were now being supported by 68 different funds, restricted and unrestricted. Awards totaled 645 for \$81,000 and the indications were that demands would increase substantially.

By 1953 there were over 5300 students being given financial assistance of some kind. Scholarships awarded to 787 students totaled \$101,367. At this time the Juliette Sessions Estate comprised the main support of the loan program. It was then valued at \$148,584 with \$50,000 invested in U.S. Treasury Notes. The 1953 support from this estate was over \$17,500.

Loans had climbed to the record high of almost 1400, totalling approx-

imately \$170,000. There were at this time just over 1,500 loans outstanding whose value was approximately \$186,000. Of these, 85 notes were long overdue for \$7,685. However, collections during this year amounted to over \$120,000 which provided the bulk of the new loan money available.

Job seekers were still feeling the effects of general full employment. There was only a slight increase in the number of jobs in which students were ultimately placed although there was an increase of about 40% in the number of opportunities listed. There was slight improvement in the on-campus picture where 15% of the successful placements were made.

Dwight W. Blauser took on the responsibility for the Student Employment Unit and, as a new service to students, Samuel B. McCulloch became the Assistant to the Director as a general financial counselor.

With the transfer in 1953-54 of scholarship funds from the Colleges of Agriculture, Medicine and Engineering, there was a 46% increase in scholarships administered. There were a total of 1,053 awards valued at \$158,000. Fee remissions accounted for \$19,000.

The continuing strong demand for student aid resulted in the approval of over 1,500 loans totalling over \$192,500. Almost 200 of the 1953-54 loans were to women and were supported by the Sessions Fund. Increased costs had pushed the average loan up to \$128. However, collections during the year accounted for 81% of the money reloaned and represented 69% of all the outstanding loans at that time. Overdue notes had been whittled down to 68 or \$6,000. Traffic fine collections increased to approximately \$32,000 as a result of more cars on campus, supporting about 1/6 of all the loans for the year.

The demand for work was outstripping the supply of jobs available. The number of work applicants increased 32.5% to a new high of approximately 10,500 while the opportunities increased only 13.3%. The majority of new applications came from women and the 14.5% increase in placements was mainly in clerical jobs.

The employment market was rather spotty especially during the Winter and Spring quarters.

With the tightening labor market and resultant increase in loan demand, a policy adopted in 1954-55 of loaning only to cover unpaid fees helped to stretch available funds. As a result there was a decrease of almost 5% in loans granted and in dollars made available. On the other hand, for the first time collections exceeded loans by some \$5,000. It should be noted however, that after ten years there were outstanding, unpaid Student War Loans for \$12,800 and collections of these were very small and were returned to the U.S. Treasury. It is also interesting to note that the Session Fund, over a period of 20 years, had provided 1,102 loans to women for a total of \$147,457 of which \$121,019 had been repaid.

In Scholarships it was fortunate that there was a much needed increase in the "unrestricted" funds available. In three years these funds had increased from \$21,222 to \$132,454 which provided a great deal more flexibility to the program. All scholarship awards in '54-'55 increased only slightly in number but their total value increased almost 20% to \$188,603.

Though employment in general was still rather tight and about half of the placements were only temporary, there was a 14% increase in the number of women successfully referred.

By 1955-56 the total worth of the Student Financial Aid Program was computed to be approximately \$625,000, an increase in only one year of over 12%. Outstanding loans represented one-third of this worth.

Largely because of increased costs and stabilized employment, the loan program became the major support for the less affluent college student. Between 1942 and 1956 there were 11,495 loans made for a total of \$1,270,220. However, collections had returned \$1,193,256 to the program and loan interest of \$47,730 (at 4%) had exceeded the bad debts. Traffic fines continued to lend considerable support and had reached an annual high of \$38,000.

Probably the Scholarship Program reflected the brightest future with the transfer of funds from the various colleges and the Development Fund to the control of the Student Financial Aids Office. As a result, scholarships in 1955-56 increased 18% in number to 1,452 and mushroomed in value a whopping 43% to \$270,317. The large increase in scholarship funds resulted from the first \$100,000 increment from the Merston Fund to support a four year scholarship plan approved in 1955.

Employment remained tight as evidenced by the fact that new male applicants more than doubled while female applications increased by 10%. These figures showed the trend toward saturation of the employment field for women. Opportunities dropped over 5% as opposed to a 14% increase the previous year. However, the average hourly rate for all students topped \$1 for the first time at \$1.03. Mr. Lowell M. Ulrey became supervisor of the Employment Unit.

1956-57 saw a \$50,000 growth in the Scholarship Program. There were 1490 awards made. Values were: Unrestricted - \$148,000; Restricted - \$123,000; and Fee Remissions of \$50,000.

The Loan Program grew by 15% by reason of deferred interest and other income, the establishment of a new \$6,000 Loan Fund for Athletes and a new Alumni Medical Loan Fund of \$10,000. This growth permitted the granting of 1,600 loans valued at \$248,800 and represented an increase of 39% over the previous year.

The Federal Student War Loan Fund was finally closed out with the writing off of \$12,370 in uncollectable notes. These represented a 22% loss in the program.

The combination of a tight labor market and increased scholarship and loan money was having a marked effect on student employment. This was clearly evident from the 32% decrease in placements and the decrease in new applicants. Though the new female applicants showed a 9% increase, the new applications

from men were down by 46%.

In early 1957 William S. Guthrie who, in 1936, had set up the first organized Student Employment Office and had supervised the National Youth Administration Student Employment Program, became the Executive Dean of Student Relations. At about the same time, Prof. Alfred P. Garrett, Chairman of the Chemistry Department was appointed as Chairman of the Scholarship Committee.

The Committee decided that in order to reorganize the procedures, to reconsider the governing policies and to consolidate and centralize the scholarship program, this area of student financial aid should be separated temporarily from loans and employment for careful study.

In September 1957, Rodney J. Harrison, an alumnus with a background of secondary school teaching and counseling was hired as Director of Scholarships. As a result of the study of the scholarship program there were a number of important organizational and procedural changes made.

First, the business and accounting functions of the department were moved to the Business Office. This was a very logical move, making it much more convenient for students inasmuch as the new Financial Aid Accounting Office was adjacent to, and coordinated with, the Bursar's Office.

The Committee also approved the idea of a scholarship and loan combination or package. The Loan Program was incorporated under the jurisdiction of the Committee, to more closely coordinate these two areas.

The President's Scholarship Recognition Program was initiated to honor the top 450 undergraduate scholars with a banquet and recognition <sup>2</sup>momento.

In April 1958 the Scholarship Program was reunited with the Loan and Employment Programs under the directorship of Rodney Harrison following the resignation of Mrs. Lucille G. Rose. The department took the title of "Student Financial Aids and Scholarships".

Growing support for the Scholarship Program permitted the award of

approximately 1,600 scholarships totalling some \$373,000. Thus, one out of every ten enrolled students was a participant in the Scholarship Program. The average award was \$235.

The Committee also approved changes in the Loan Program. The interest rate was reduced from 4% to 2%. The total borrowing limit for students was raised from \$500 to \$1,000. In order to ease the repayment burden, longer term loans were to be encouraged, many of which would delay any repayments until after graduation.

There were 2,071 loans granted to a value of \$344,000 and an average of \$166 per loan. Borrowing was becoming more common but students were still wary of heavy indebtedness.

Employment continued to be a difficult area as a result of some economic recession and the resulting decrease in opportunity. Whether the 18% decrease in student applicants was a result of discouragement is questionable. This would not be surprising in view of the 27% loss in opportunity listings which totaled barely 6,200 and a 22% fall in placements. The 4,100 placement total was the lowest in a number of years. Mrs. Rhoda Hamilton took charge of the Student Employment Office.

The Academic Year 1958-59 was one of the greatest in terms of growth and change in the history of the department. A number of factors had great impact. The department was reorganized under a new director, the Committee made a number of important decisions and solidified several policies, and the Federal Government, through amendments to Public Law 85-864 - The National Defense Education Act of 1958 - began a program of student financial aid support.

The recession of 1958 had very effectively reduced the ability of parents to meet the increasing costs of higher education for their children. The demand by students for organized university assistance in finding supplemental aid was greatly increased. It was extremely gratifying that increased effort,

new ideas and organization, federal recognition of the problem and a late resurgence of the economy made it possible to satisfy the needs of more students than ever before.

The Committee established uniform requirements for the eligibility of note cosigners. Six undergraduate research scholarships were established for honor scholars in the Arts College. One hundred fee remissions were authorized in the College of Education to encourage entry into the teaching field. These were to be known as B.L. Stradley Scholarships. A Scholarship Dormitory was established in the remodeled stadium living area and the Committee accepted responsibility for this new cooperative facility to be used by top men students at reduced cost for room and board. The President's Scholarship Recognition Program, started the previous year, was very successful and was to be continued under the financial support of the Development Fund. A new President's Scholarship, supported from undesignated funds, was created for entering Freshmen of exceptionally high potential regardless of need. The stipend was to be small and variable. In order to permit students to pay the next quarter's fees before leaving campus for the break, it was decided to release scholarship checks prior to the release of grades for the quarter just ending.

Although there was only a 14% increase in scholarship awards to 1,822 students, the increase in total value was a significant 72% to a new high of over \$543,000 and an average award of approximately \$300. The average award had doubled in five years.

With this great increase in aid awarded on the basis of academic potential and need, renewed efforts were made to devise a more standardized and equitable system of making the selection of scholarship recipients. The Ohio State Psychological Examination was recommended as one yardstick for measuring potential. This would require all applicants to take this examination while still in high school.



With the entry of the Federal Government into the field of student educational loans, there was a great increase in the acceptance of both students and parents for this means of educational financing. This attitudinal change, together with the low earning experiences of the Summer of 1958 and the proportionate increase in married students, brought a dramatic increase in the number of borrowers. Loans increased 22% to 2,518 and in amount 53% to \$532,578. This brought the average loan to \$208, up from \$128 in five years. However, this was to be only the beginning of a great surge in the student loan field.

The National Defense Loan Program, providing the greatest impetus to this loan surge, was inaugurated in the Spring of 1959 with a disappointingly small allocation of \$9,629.00 after \$100,000 had been requested. A supplemental allocation of \$42,273.00 eased the situation for the Summer Quarter.

The new law specified that these funds were to be matched in proportion of 1 to 9 by University funds and loaned to full-time students of superior ability in the major fields of Education, Science and Mathematics. The matching funds were supplied by the Ohio Student Loan Program. A total of 94 National Defense Loans were made to men and 11 to women, split almost evenly between undergraduate and graduate/professional students.

Increased costs, poor summer earnings, and faltering parental support generated an increased employment demand as evidenced by a 100% increase in new applicants. An extensive job recruiting program and a fortunate upsurge of the economy in the Spring of 1959 resulted in 5,562 placements for the year and a return to the employment level of 1955.

There was a definite attempt to cultivate the room and board type of job and to standardize the responsibilities of both the residential employer and the student employee. Nineteen to twenty-one hours of work per week was set as the standard for room and board with an expectancy of \$1.00 per hour for additional work. An attempt was also made to certify through inspection and

personal contact the quality of the accommodations to be furnished. These standards were put in writing and circulated to students and residents of the campus area.

1959-60 saw continued significant growth and change. Effective December 1, 1959, the Committee directed that the interest rate on loans should be 4% with the provision that if interest and principal were paid within ten days of due date the borrower would be entitled to a reduction to 3%. This paralleled the 3% rate in the National Defense Loan Program. To further parallel that program, it was decided that non-delinquent loans supported by university funds should be cancelled in case of the death of the borrower.

Since the system of simultaneous release of loan applications and fee cards had proved to be inadequate, specific application periods were agreed upon. Applications were received during four two-week periods approximately one month before the start of each quarter, with notification made about one week before fees were due. After much discussion, the Committee went on record as opposing the required affidavit to obtain a National Defense Loan. It was necessary for the student to file the affidavit in addition to an oath of allegiance. With President Fawcett's backing, this opinion was presented to the Board of Trustees. However, the Trustees decided that the University's participation in this nationwide controversy would be inappropriate.

The Committee approved the use of financial need evaluations by the College Scholarship Service for all freshmen. They also agreed to accept results of any one of the following standardized tests to determine aptitude for college work: The American College Test, The College Entrance Board's Scholastic Aptitude Test, The Ohio General Scholarship Test for High School Seniors, The Ohio State Psychological Test or The National Merit Scholarship Qualifying Test.

The Stadium Scholarship Dormitory opened Autumn Quarter 1959 with 162 residents. These male students were selected under the Scholarship Program

and received room and board for \$360 per year in contrast to the charge of \$795 for other dormitories. There were 100 freshmen included in this first group. All residents helped with six to eight hours of housekeeping or food service per week. The former large dormitory rooms were remodeled into very attractive two-man rooms. Mr. Richard Judd, a student in the Graduate Resident Training Program, served successfully as the first director.

Procedures were simplified to select scholarship recipients. Awards were made in accordance with the applicant's computed financial need in order of academic potential.

To attract the interest of a larger number of high-caliber applicants, letters from President Fawcett were sent to all National Merit Test finalists, semi-finalists and commended students who indicated any interest in The Ohio State University. These were followed-up by representatives of the Alumni Office. The top thirty-one scholarship applicants were invited to a week-end on campus for interviews.

As a result of these promotional efforts and the new Stadium Scholarship Program, 1,878 awards were made with a value of \$582,600. The increase over the previous year was almost entirely the result of the 162 Stadium Dormitory Scholarships valued at \$57,425.

The Loan Program saw a reduction in the number of borrowers but an 11% increase in the amount loaned. Since National Defense Loans are usually made in a single loan for an academic year with three quarterly payments, they are counted as single loans whereas University Loans are distributed one quarter at a time, thereby counted as three loans if renewed for the three quarters of an academic year. In all, there were 1,891 loans made for \$581,500 of which 382 were National Defense Loans for \$292,133.

The demand for the National Defense Loans far outstripped available funds. At least 50% of the applicants had to be refused because of lack of funds and

very few applicants with less than a 2.5 CPHR could be accommodated. Those students within the critical fields of study specified in the law whose individual needs exceeded \$1,000 were given preference. They were almost evenly divided between undergraduates and graduate/professional students. The average National Defense Loan was for \$800 with 40% being at the \$1,000 maximum. This tended to raise the average student loan to \$307. The required 10% match for the National Defense Loan Program was supplied entirely from traffic fines.

Mr. Charles E. McCombs, an alumnus with a Master's Degree in Personnel Administration was appointed Asst. Director in charge of Student Employment effective January 1, 1960. The next six months saw a considerable tightening of the Columbus labor market. Promotional efforts were made through the Columbus newspapers, the LANTERN, the radio and through personal contacts. These included feature articles, radio interviews and personal telephone calls and visits.

Wide disparity in wage rates being paid on campus for similar work was evident. Rates in many jobs had not been adjusted for several years. A wage study involving all student jobs on campus was made during the Spring Quarter. Following an analysis of the data, the results were made available to all participating employers with recommendations for voluntary change toward a more standardized wage scale.

Processing and record keeping were streamlined to permit increased volume without increased staffing. Forms were revised or eliminated to increase efficiency and to conform to the provisions of the new Ohio Fair Employment Practices Act which prohibited any indication or consideration of race or religion in the referral or employment of individuals. Statistical records were reduced for greater efficiency and reliability.

Placements were equal to the previous year despite the difficult labor situation in the Columbus area. It was evident, however, that despite the

recommendations of previous years, many campus jobs were being filled with the Student Employment Office bypassed completely. Similarly, student employee turn-over was high and campus employers reflected little or no standardized thinking as to job classification, job description, qualification and responsibility level and the wage rate. It was also evident that campus employers were not familiar with the provisions of the Fair Employment Practices Act.

Growth in 1960-61 was reflected more in demand than in supply. Costs continued to spiral. The very minimum cost for an undergraduate not living at home was \$1,275 while \$1,500 would not have provided a very plush academic year.

In order to provide increasing resources from which federal matching funds could be allocated, the Development Fund supported a campaign for alumni contributions. The response was very gratifying and the Development Fund was able to supply the necessary matching funds for a \$250,000 federal allocation for the National Defense Loan Program, \$1,800 for undesignated scholarship support and approximately \$2,000 for the President's Scholarship Recognition Dinner.

The Committee made five significant decisions. To protect staff and faculty from the embarrassing position of being asked to cosign student loan notes, they were designated as unacceptable cosigners. The eighteen College Scholarship Service Principles of Student Assistance were adopted. To commemorate the Land Grant Centennial, The Ohio State University Scholarships were temporarily designated as Land Grant Centennial Scholarships. Experience having indicated that incoming freshmen below the high school upper quartile seldom could be helped with scholarships due to limited funds, it was decided thereafter to accept applications only from students in the upper fourth rather than the upper thirds of their high school graduating classes. With the College Scholarship Service's more accurate financial evaluations, the Committee deemed it logical to award Honor Scholarships valued from \$300 to \$800 incremented in \$100 awards instead of the currently used fixed amounts of \$300, \$400 and \$600.

Despite the fact that listed employment opportunities were down by 10%, placements increased slightly. Significantly, the ratio of referrals to placements was reduced to 1.49 or approximately two placements for every three referrals made, thus indicating a more careful screening of applicants and better service to employers.

A new program known as the Scholarship-Work-Loan Program was planned for 1961-62. Freshman scholarship applicants whose need could not be fully covered by gift aid were offered a package combining gift aid, a guaranteed campus job of ten hours per week, and a loan - the total value of which would approximate the individual's evaluated need. Sixty campus jobs in food service, library and clerical classifications were promised and set aside for this program. Students were to be interviewed, referred, and accepted during the period of their summer orientation, thus assuring them in advance of Autumn enrollment that they would have regular employment as soon as classes convened. This also helped provide certain campus employers with above average students to fill critical jobs at the very beginning of the quarter. It was felt that students of such good academic records would not be adversely affected by such a limited work obligation.

Loans were made to 3% more students but for a 3% lesser total value due to reduced loan repayments of \$20,000 during the year. The National Defense Loan Program continued to be the largest and the most popular loan program. This program had now reached a level of \$375,000 although 481 qualified applicants were refused due to exhausted funds. Many of these were helped with the more limited University Loans, although 100 Spring Quarter applicants could be granted no assistance whatsoever. No one with a CPHR of less than 2.5 received a National Defense Loan. Of those who were granted federal loans, 56% were undergraduates including 28 freshmen.

An additional section of the Stadium Scholarship Dormitory was remodeled.

providing space for 63 additional residents. Renewals were granted to 88 of the previous year's residents which provided a nucleus for leadership in the expanded 225 resident organization.

A parallel program for women, the Alumnae Scholarship Houses, came under the administration of the department to the extent that applicants were recommended to the Alumnae Scholarship House Advisory Board. This new arrangement was beneficial both to the student applicants and to the Advisory Board.

By coincidence, exactly the same number of scholarships were awarded as in the previous year but for a \$15,000 increased value which now totalled \$597,643. However, with an increased value attached to the Stadium Scholarship Dormitory awards and fee remissions, there was a reduction of \$32,000 in other scholarships.

The rapidly increasing demand for loans and the resultant need to adhere more strictly to application periods increased the need for short term emergency loans to meet student expenses at the beginning of each quarter. Various donations, including a \$300 gift from the Freshmen Senate, sufficiently swelled Emergency Loan Fund coffers to make loans totalling over \$7,500. There was a constant turnover of the money in this fund as demands grew for these \$50 maximum short-term loans.

Though 1961-62 brought painfully slow economic recovery, a number of important changes occurred in the Student Financial Aid field in general. One of the most significant was the State of Ohio's establishment of a guaranteed bank loan program under the Ohio Higher Education Assistance Commission (OHEAC) appointed by Gov. DiSalle. Under this plan students would borrow from local banks with the loan guaranteed by funds appropriated by the State Legislature. The first loans were to be made in the Fall of 1962.

Secondly, a loan fund was established by the U.S. Office of Education to be administered by the University for the aid of enrolled Cuban refugees.

In addition, the Ford Foundation awarded a \$75,000 grant to be committed over a three year period as a Forgivable Pre-Doctoral Loan Fund for Future Engineering Teachers. Loans were to be forgivable at a rate of 20% of the total loan or \$1,000 per year, whichever was greater, for each year of full-time engineering faculty employment in a college in the United States or Canada.

In the interest of reducing committee assignments, the Scholarship and Loan Committee accepted the responsibilities of the President's Scholarship Recognition Dinner Committee and the Rhodes Scholarship Selection Committee.

After careful study and consideration of the benefits, the academic accomplishments, and other factors involved in the no-need scholarships awarded under a number of previously established programs, the Committee agreed to abolish all no-need awards except 20 President's Scholarships and a variable number of School of Music awards of \$150 each. Need was to be a determining factor in setting the stipend of any other scholarship awarded.

Also, due to the incomplete information being received from high schools concerning the Ohio State Psychological Test, that test was eliminated as a qualifying requirement for scholarship consideration.

During 1961-62, with the support of funds appropriated by the Ohio Legislature, 100 students were given awards to any college in Ohio as a result of superior standing in the Ohio General Scholarship Test. Of the 100 recipients, 25 attended Ohio State University. Unfortunately, the legislature did not continue to support this program, requiring other aid sources to provide funds that would permit these students to continue.

Information from the College Scholarship Service showed the median family income of freshmen scholarship recipients to be between \$6,000 and \$6,500.

Gradual increases in the capacity of the Stadium Scholarship Dormitory because of additional unit remodeling provided 294 spaces for Autumn 1961; 331, Winter 1962; and 332 Spring 1962. Alumnae Houses were then providing 54 living



spaces for women scholarship students recruited through the submission of a scholarship application as were the Stadium Dormitory residents.

Largely due to this additional Stadium Dormitory capacity and an additional 86 undesignated awards, 1961-62 total scholarship awards increased by 13% in number, mounting to \$691,722 in value.

Loans were in far greater demand than funds would support. More loans at smaller sums resulted. The number of loans increased by 15% to 2,255 but the total value increased only 4.5% to \$598,702. Had funds been available, estimates suggested that twice this total could have justifiably been loaned.

Employment was slow to recover from the recession of 1959-60. Job opportunities for the year were down 7.5% although careful screening before referral resulted in a 2% increase in placements.

A new policy of posting all jobs with full description except identity of the employer reduced the number of necessary interviews by 23% and increased the ratio of referred students who were hired to 5 out of 7. Posting cards included the time of day that the work was to be done, permitting a student to determine for himself whether or not there was a suitable job to fit his hours. A second student advantage was the opportunity to peruse all job listings for any position applicable to him.

The Midwest Association of University Student Employment Directors held its first meeting in April, 1962 under the Chairmanship of John R. Griffin, Director of Student Employment, University of Illinois. A constitution was drafted for study and approval. Information about institutional policies and procedures was exchanged between the representatives of the eleven charter institutions. A study was initiated to determine what statistical information could profitably be exchanged among member institutions.

Approximately 50 incoming freshman scholarship applicants participated in the new Scholarship-Work-Loan Program in its first year. The average point hour

for Autumn Quarter of those participating was 2.8. They worked two hours per day, five or six days per week obviously without academic difficulty. Planners decided to continue this program.

It was spring of 1963 before there were any definite signs of improvement in the economic situation. The academic year of 1962-63 witnessed the plight of the financial aid office to meet the demand of students for financial aid though fees remained at \$110 per quarter and room and board costs remained unchanged.

Employment was down both in opportunity and placement. The National Defense Student Loan Program maintained its \$250,000 ceiling level of institutional funding. The modest increase in the loan program resulted mainly from a slowly increasing repayment total, traffic fine contributions and the Ford Foundation Gift of \$50,000 for the Engineering Teacher Loan Program.

The tight labor market, increasing selectivity of employers and smaller turnover among employed students all contributed to the decreased activity in the employment office. On the other hand, a surprisingly large percentage of students who were offered package aid accepted the gift award but turned down the employment opportunity. Some also turned down the loan offer. This raised the natural question, "Where did they find the additional resources?" No satisfactory explanation could be found.

As Chairman of the Midwest Association of University Student Employment Directors, Mr. McCombs and Ohio State hosted the annual meeting in April at the Ohio Union. Features of the program were presentations by Rodney Harrison on "Need Evaluation" and by Mr. John Steele, Placement Director, College of Commerce on "Placement and Employment as an Educational Responsibility of the Institution". One of the main topics of discussion was the Student Work-Study Program being considered by the Congress under Title I Part C to H.R. 3,000. The Association gave full support to this program through special letters to

the Chairman and all members of the Congressional Committee. Association members were urged to support it through their own representatives in the House and Senate.

As had previously been noted, wide variation existed between campus wage rates for similar work with no standardized classifications, job titles, or descriptions of part-time campus positions held by students. Early in 1963 Mr. McCombs conducted a study which resulted in a listing of the 48 most common campus jobs held by students. Each of these jobs was titled, briefly described, and, after studying the current wage rates for similar work on campus, in Columbus industry and in Ohio Civil Service, minimum wage rates were recommended. This was the first attempt toward standardization of student employment on campus. Approval was received from the Scholarship and Loan Committee, The Executive Dean of Student Relations, and the President's Cabinet. Even so, compliance with the minimum wage stipulation was only recommended on a voluntary basis by July 1, 1963.

Clerical testing as a qualification for office employment had been accomplished for a number of years through the fine cooperation of the Ohio State Employment Service in downtown Columbus. However, the inconvenience and time-consuming trips to the downtown testing center recommended a more convenient testing facility on campus for students and full-time job applicants alike. This was finally arranged when space and typing equipment was made available at the University Employment Office, 45 West 11th Avenue. The use of this space and equipment was shared on a pre-arranged schedule by Student Employment and University Employment.

In a review of the scholarship program, the Director recommended and the Committee approved the elimination of the President's Scholarships which were based on academic potential without regard to need. These funds were then added to the undesignated scholarship support. In place of this no-need scholarship

program, an "Honor Scholar" Program was initiated that provided special recognition and numerous academic privileges as well as housing priority and first consideration for scholarship awards when financial need was revealed. This program was to begin with freshmen entering Autumn Quarter, 1964.

In another effort to stretch funds, the Committee decided to reduce individual renewal stipends \$50 each year so long as tuition fees remained stable. It was reasoned that a student should accept at least a \$50 increasing responsibility each year because of his greater experience and anticipated increased summer earnings. A \$45 increase in university fees for the next year caused the reduction in renewal stipends to be held in abeyance for one year.

To increase the personal contact with students who were awarded freshman scholarships and to insure a full understanding and fair comparison between the award(s) offered by Ohio State and those from other institutions, the alumni were enlisted through the Alumni Association to make personal calls on awardees and their parents. Enthusiastic alumni made 103 such contacts, resulting in a 5% increase in scholarship acceptances.

Further remodeling of the Stadium Scholarship Dormitory enhanced accommodations to 360. Full occupancy included representatives from 78 Ohio counties, 18 out-of-state students and 9 international students. The median family income of stadium residents was \$5,300 while 90 were under \$4,000. The average CPHR of the upperclass residents was 2.935. The value of the housing subsidy for these students approximated \$160,000.

The date of the President's Scholarship Recognition Dinner was moved from Spring to Winter Quarter to avoid conflicts with other student activities scheduled Spring Quarter. Increasing numbers to be recognized caused invitations to be based on academic accomplishment during the previous Spring and Autumn Quarters which unfortunately precluded inviting freshmen. Jerome Lawrence, author-playwright and Ohio State alumnus, was the very interesting

guest speaker.

The increasing demand for loans together with a much slower growth of funds available resulted in a necessarily larger number of refusals and the granting of smaller loans to other applicants. These conditions and employment uncertainty brought a further increase in requests for emergency loans. Over 400 students received and repaid over \$20,000 in short-term loans. Efforts continued to add to the pool of emergency funds.

Though much evidence had been given to support the need for greater institutional funding under the National Defense Student Loan Program, the law still prescribed a maximum of \$250,000 to any institution in one year. This was the fifth year of the program. Ohio State had received the maximum amount for the last four years, still having to refuse loans to approximately half of the qualified applicants. At the request of the American Council of Education, Mr. Harrison was invited to testify before Mrs. Edith Green's Special Subcommittee on Education in the House of Representatives. He ably presented the case of the large institution and its increasing number of enrollees from low and moderate income families and urged a raising of the institutional maximum funding and a larger total national appropriation.

It is quite interesting to note that the ten-year span between 1954 and 1964 saw enrollment more than double to almost 37,000 for Autumn Quarter on the Columbus campus. However, despite the fact that financial aid had multiplied by 450% in dollar value within the same ten years, the number of students who received this aid remained approximately the same. In other words, each recipient was receiving an average amount of aid more than four times that of ten years before. Obviously, the doubled enrollment necessitated the denial of loans to many student applicants because of inadequate funding. The adopted policy was to give adequate aid to as many students as possible rather than inadequate aid to twice as many students, all of whom, then, still would be in

definite financial difficulty.

The 1963-64 scholarship awards numbered 2,248 at a value of \$815,000, the greatest increase being in the designated awards. A determined effort was made to make sure that students were fully aware of the various awards available in the different areas of study. To this end, the designated scholarships were listed in the Financial Aid booklet by title and grouped by study area.

The Freshman Honor Scholar Program was opened in the Fall of 1963 with 116 participants. These incoming freshmen stood in the top one percent of their high school classes (first or second in classes of 200 or less) and also were in the top five percent in the American College Test. This very promising program was being administered by the Student Financial Aids Office with the hope and expectation that the Admissions Office might later accept the responsibility for identification and correspondence.

As an added feature of the President's Scholarship Recognition Dinner, faculty members nominated by the participating students were invited and publicly recognized.

Although there was no change in the \$250,000 ceiling on federal allotments to the National Defense Student Loan Program (NDSLIP), increased resources supplied by the Development Fund and over \$263,000 in the University Loan repayments permitted a 20% overall increase in the number and value of loans. The total value of loans in 1963-64 was \$805,000 as compared with less than \$200,000 ten years before. However, many applicants were still being denied due to inadequate funds. The public attitude toward a college education on credit had undergone a tremendous change in a decade. This was believed to be a delayed reaction to a national economic trend toward credit living that had been developing since the end of World War II. Undoubtedly the "GI Benefits" in the late 40's and early 50's and certainly the entrance of the federal government into the Student Aid field, with the NDSLIP in 1957, had much to do with this

change in public attitude. The question arose: "Has an appetite been whetted that is insatiable?"

This growing appetite and the great success of the Ohio Higher Education Assistance Program prompted the inauguration in late 1963 of a new and parallel secured loan program supported by The Ohio State University Student Loan Foundation, Inc. By the end of June, 1964, 30 participating banks made loans to 25 students for a total of \$15,305. Although this was a very modest beginning, the program carried great promise. The parallel OHEAC program listed well over 700 borrowers from Ohio State, though similarly possessing insufficient funds to satisfy all qualified applicants.

Employment was down in both opportunity and placement for the fourth successive year. Students were still eager to work and the number of referrals remained about constant at approximately 8,000 per year. However, employers were becoming more and more selective as the applicants increased and the job openings decreased.

The campus still supplied less than 20% of the total Student Employment Office's job opportunities while, at the same time, 20% of the temporary seasonal summer help on campus were not our own students. This departmental independence in the hiring of part-time or temporary help was proving to be a most difficult problem.

After five years of what might be described as "scrapin', scratchin', and stretchin'" in an effort to cover as much as possible the rapidly increasing student need, prospects for alleviation of the financial bind suddenly developed in Spring of 1964. The \$250,000 ceiling for federal allotments to the National Defense Student Loan Program was eliminated starting with the 1964-65 academic year.

Two new government-supported loan programs became available. The Health Professions Student Loan Program, originally established by Public Law 88-129

and restricted to students pursuing degrees in Medicine and Dental Surgery, was expanded to include Optometry and Osteopathy. Students eligible for this program were henceforth ineligible for the NDSL Program. The features of this Health Professions Student Loan Program included a three-year grace period after graduation followed by ten-year repayment period. The maximum loan was set at \$2,000 per year.

Public Law 88-581 established a Nursing Student Loan Program under which student nurses could borrow up to \$1,000 per year repayable over ten years, beginning one year after graduation. Further, as for teachers under the NDSL, nurses could earn a 10% cancellation each year, up to five years, while employed as full-time nurses after graduation.

A third highly promising government student aid program known as the College Work-Study Program was authorized under Public Law 88-452 enacted August 20, 1964. This was the work program that had been discussed and promoted by the Midwest Association for two years. Under the administration of the Department of Health, Education and Welfare, the program was authorized to begin in mid-January 1965. Through pre-planning at Ohio State, a separate office under the direct supervision of Student Employment had been set up December 1, 1964. It was staffed with a full-time manager, Mr. Carl E. Bobo, Jr. and a part-time clerk. Approximately 550 new campus jobs were described, classified, approved and reserved for this program. Employment actually commenced on February 1, 1965. Federal funds in the amount of \$103,337, with a one-to-nine required match, were allotted to support the program through June 30, 1965. Projections about the growth of this program and the required financial support were necessarily a wild guess. They proved to be overly optimistic as will be shown later.

Ironically, along with the introduction of the new federal programs and greatly increased support for the NDSL, came a recovery in the regular employ-



ment program after five successive years of decline. Job opportunities on campus were also up 24% and placement up 30% as part of a 7% overall increase. A new high of 5,845 placements were made while still maintaining a lower than 1.5 referral/placement ratio.

The Scholarship-Work-Loan Program continued in the Autumn of 1964 with a much increased variety of jobs offered. The number of students who accepted these package offers remained about constant at 56, 48 of whom were freshmen. The point-hour average of all participants for Autumn '64 was 2.522 while the first quarter freshmen averaged 2.548. Seventeen freshmen exceeded 3.0 while only seven were under 2.0. This program was to be discontinued in 1965-66. These students would henceforth be assisted through the Work-Study Program.

Relations with a few off-campus employers had to be discontinued because of their stated intention of disregarding the Ohio Fair Employment Practices Act or Federal Civil Rights legislation in the selection of new employees. The right to specify the sex qualifications for a job remained untested in the courts and promised future difficulties.

The College Work-Study Program was intended to make college attendance possible for those students whose financial resources were entirely inadequate for the costs. They were to be from low-income families, defined as one with an annual income before taxes of not more than \$3,000 if having one child, and with a \$600 allowance for each additional child. The student was required to be a citizen, enrolled or admissable as a full-time student capable of working not more than 15 hours per week while maintaining satisfactory progress in his studies.

Washington provided little guidance in organization, procedures or selection criteria. Procedures were inaugurated that paralleled as nearly as possible those of the regular Student Employment Office. Too, common forms were employed to facilitate transferring records from one office or program to the other.

Similar academic standards were approved requiring a CHPR of 2.0 for employment under either program, the only exception being for those referred to temporary odd jobs. Prospective students were required to be in the upper two-thirds of their high school class or have an A.C.T. composite score of 20 to be admitted to the program prior to the completion of one quarter of college work.

Although scholarship and loan application files were searched for qualified Work-Study prospects and the program was given wide publicity on and off campus, applicants frequently could not meet financial need requirements. Only 108 out of 428 interviewed during the first five months of the program were qualified. With some afterthought, it was realized that any student then enrolled would naturally have already made financial arrangements to see himself through the current academic year. In all, 91 students participated in the program between February 1 and June 30, 1965 and earned a total of \$24,500. This was only about 21% of the \$114,900 available for that period.

As a result of an increased NDSL allotment, loans soared to a new high of \$1,302,806 granted in 4,101 transactions. There were 1,083 loans granted in the NDSL Program alone that appropriated \$686,466. These loans were almost equally distributed in 20% segments between the four undergraduate classes and the graduate/professional group. Comparative employment statistics followed the same proportion as for the male/female enrollment ratio, with two-thirds of the jobs going to men.

Scholarships experienced a very modest 2% increase in numbers and 7.5% in value. Even though in seven years the total scholarship program had increased from approximately \$373,000 to over \$876,000 and the average stipend had increased from \$234 to \$378, the percentage of enrolled students receiving awards decreased from 7.27 to 6.24. The average award in each case barely covered the resident tuition alone. Fees had increased from \$225 to \$375 per

year in the same period.

A very interesting study was made of freshman scholarship recipients. The typical freshman recipient was the son or daughter of an Ohio family in which both parents were living, supporting 2.85 dependent children on an average annual income of \$6,617, and the student utilizing average college savings of \$571. The average cost of that student's first year at college was equal to one-fourth of the family's entire income after taxes.

Seemingly sensing this rapidly growing cost of a college education, the federal government began offering increased financial assistance to students through its various programs. Over  $1\frac{1}{2}$  million dollars were made available in 1965-66 to students at Ohio State through the National Defense Student Loan Program, the Health Professions Loan Program, Nursing Loans and the College Work-Study Program. Approximately 2,000 students were helped in varying degrees through these programs.

With general economic prosperity throughout the country and more rigorous academic standards in the university, students seemed to be turning away from employment toward other types of aid. Job availability exceeded demand for the first time in many months. Campus jobs at available rates were less attractive than those in business and industry. Placements were down over 6% overall and almost 16% on campus, not counting students in the Work-Study Program.

Work-Study in its first full year of operation employed 452 students whose earnings were \$183,082. Both jobs and supporting funds were available for a larger participation but austere financial qualifications denied this help to 50% of the applicants. However, the publicity that was given to the program through personal contacts, explanation of the program to all junior and senior high school counselors in Franklin County, and through written communication to all schools in the state was expected to accelerate its growth significantly. The institution of less stringent qualifications through administrative and

congressional action, as recommended by participating institutions, seemed likely. Federal funds to increase the program by 175% were requested for 1966-67.

In addition it seemed timely to revise the minimum hourly rates for students working on campus. A study of rates in Columbus business and industry, state civil service rates, and current campus rates indicated the need for at least a 10% increase for on-campus jobs. A new scale was recommended in April to be effective with the beginning of the new fiscal year. This was the first revision since 1963.

Scholarship awards increased by only 3.8% in numbers and 2.8% in dollar value. The greatest change in the scholarship program was the method of computing the academic potential of incoming freshman applicants. For the past six years a weighted formula involving high school class rank, standardized test scores and estimates of academic expectancy made by high school recommenders was used. Based on research of 5,000 freshmen who had completed 36 credit hours or more during 1964-65 comparing college accomplishment to high school composite scores on the American College Test and percentile class rank, tables of predicted grade-point average were computed by Dr. Robert Ullman of the University Department of Orientation and Testing. These tables were considered to provide a more accurate prediction of college success than the old formula.

Closer coordination between the Admissions Office and Financial Aids was inaugurated in order to assemble, with minimum duplication of effort, the information necessary to evaluate potential. It was also required that an applicant be admitted to the University before a scholarship award would be offered. After one year of trial of data processing short-cuts, it was anticipated that machine tabulating methods would appreciably reduce in the future the effort required to prepare applications for award decisions.

A new federal grant program was in the offing. It would be known as the Educational Opportunity Grant Program under the Higher Education Act of 1965 (Public Law 89-329) passed November 8, 1965. It was intended that this program would provide gift aid to exceptionally needy students with reasonable academic potential with the provision that such gift aid would be matched dollar for dollar with other aid under the administrative control of the university. Federal loans were to be included as legal matching awards. This program was not to begin until Autumn 1966.

The Higher Education Act of 1965 also provided for a Guaranteed Bank Loan Program. Federal funds were to be made available as security for loans made by banks to students at interest rates regulated by government. These bank loans were envisioned as eventually taking the place of the National Defense Student Loans. Financial aid administrators the country over officially expressed to Congress their concern regarding the rapidity with which this replacement might be expected. This expressed concern resulted in defeat of a move to rapidly deactivate the National Defense Student Loan Program.

With approximately 10,000 loan accounts outstanding (many with repayment schedules of 10 years or more), collection was becoming a major problem. The great mobility of borrowers complicated the communication problem. Billing had become a costly and time consuming operation. Plans were formulated to computerize the procedure in order to cut costs and increase the frequency of communication.

The loan program for the year exceeded 4,050 loans and made approximately 1.74 million dollars available to students. Of this amount approximately 1.34 million was provided by the federal government. The median income of the families of student borrowers was in the \$3,000 to \$6,000 range. There were 1,162 National Defense Loans of which 300 were to graduate and professional students and 38.5% of the total were to women. Of the 135 freshmen borrowers,

74 were women.

An interesting study was made with regard to the administrative cost of financial aid. It was determined that for every dollar of administrative cost, students received aid, in one form or another, of approximately \$45. This equates to a 2.2% administrative cost.

It was interesting also to note that in addition to the \$183,000 in campus Work-Study supported employment, the student employment on campus which was supported entirely with university funds increased by over 4.6 million dollars to a total of \$11,822,155. Thus through the efforts of the university and the federal government students were being helped through gifts, loans and employment to a total of over 15 million dollars.

The academic year 1966-67 was a record breaker both in terms of students helped and in funds disbursed. Two new federal student aid programs became operative. The previously-mentioned Educational Opportunity Grant Program was funded and the Health Professions Scholarship Program was established under the Health Professions Educational Assistance Amendments of 1965, Public Law 89-290. These two programs put approximately \$590,000 more of non-repayable aid into the hands of 1,235 qualified students.

The loan program topped the two million dollar mark for the first time due largely to an increase of approximately \$260,000 in National Defense Loans. There were 4,772 borrowers receiving an average of \$423 each in all the loan programs. This brought the total number of outstanding loan accounts to over 10,000 and 5.5 million dollars. Billing and account-keeping thus had become an impossible task without the most modern techniques and equipment. During the year all accounts were transferred to a computer system which permitted monthly updating of accounts and monthly listings of each account and updated information regarding it. This system also provided accurate monthly fund balances of cash available to lend, helping to insure the maximum usage of funds.

The regular employment program experienced a lessening of the demand for jobs at current rates. Over the year there was a 16% drop in the number of jobs offered and a 13% drop in placements, although there was a sufficiency of work available especially during Spring Quarter. Although Work-Study may have placed most of the really needy students, indications seemed to be that students were relying more on loans and grants to provide the necessary financial help.

The Work-Study Program increased by 76% in students participating and by 164% in compensation earned. There were 794 students who worked in this program during the year and their earnings totalled \$482,984. The higher increase in earnings resulted from the more lenient qualification prerequisites which permitted a larger number of more advanced students to work in research at higher rates. Funds were requested to support a 55% increase in the program for the following year.

Because of the two new federal programs previously mentioned, scholarships also experienced a very significant growth. Educational Opportunity Grants were made to 1,138 students for \$413,485. These dollars were all matched with varied aid funds, but particularly National Defense Loans. There were 97 Health Profession Scholarships awarded at a total value of \$74,881. In all, over 3,750 scholarships or grants were awarded providing just over one and a half million dollars. This represented a 58% increase in students aided and a 70% increase in dollars awarded.

The Educational Opportunity Grants were made to exceptionally needy students with reasonable potential. The family income of the majority of the students receiving these grants was less than \$6,000. By legislation, the University was committed to renewing the grants for up to 12 quarters to undergraduate recipients in good academic standing. Further, those students who placed in the upper half of their classes and colleges were to receive a \$200

annual bonus. This program thus represented a long range commitment on the part of the government and the University.

While students seemed to be shying away from work, there was an 18% increase in the number of loans granted and a 16% increase in loan totals. As previously indicated, the loan program exceeded two million dollars for the first time. Of the 16% increase in funds available, 9.5% was in the National Defense Student Loan commitment. This National Defense Program was becoming a highly competitive one in which the majority of borrowers had family incomes of less than \$6,000. Students with less than a 2.5 grade average could seldom be accommodated. However, the establishment of separate loan programs for the health professions had eased the problem somewhat.

At this point Congress began considering ways of getting out of the direct lending business. Several states, including Ohio, had set up guaranteed bank loan programs in which a dollar of reserve could be made to guarantee twenty dollars loaned. The success of this type of program depends largely on the willingness of bankers to loan to students under the limited interest rates provided by the legislation. The Ohio program enjoyed limited but growing success. The federal government had enacted a similar program to be administered by the same or similar authorities administering state programs. The hope was that as a guaranteed bank loan program became effective, the direct governmental loan programs could be discontinued.

On February 27th the tenth annual President's Scholarship Recognition Dinner was held with Vice President Alfred P. Garrett, under whose Scholarship Committee Chairmanship the custom was originated, acting as Master of Ceremonies. The topic chosen for the program was "Scholars: People Living on the Growing Edge of Knowledge." It was most fitting that the program should consist of presentations by six of the outstanding scholars in attendance.

The overall student aid administered by the Student Financial Aids



Department for the year 1967-68 approached very closely the five million dollar mark. The various Federal Programs accounted for 3.3 million of this, including the institutional match of approximately \$264,000. The increase in funds available amounted to over one million dollars and provided aid for almost 2,600 more students than in 1966-67.

Outside of the student financial aid administered by this office, 6,600 enrolled students earned 21.9 million dollars working on campus during the year. This included teaching assistants and administrative and research assistants supported by university and contract research funds.

The Fair Labor Standards Amendments of 1966, having been challenged by a number of universities as to its application to institutions of higher learning, was ruled by the U.S. Supreme Court to be applicable. Under this act the minimum hourly wage on campus was \$1.00 until February 1, 1968 at which time it increased to \$1.15 and would annually increase on the same date by 15¢ per hour until it reached \$1.60. The campus minimum wage scale for students was revised July 1, 1967 and would be revised annually in compliance with the Federal law.

The College Work-Study Program showed an increase of 34% in participating students and a 24% increase in compensation earned. One thousand and forty-nine students earned \$597,825 in the program during the year. Of the Federal funds allotted to the program, 89% were expended and all qualified applicants were accommodated. Approximately 1700 jobs had been certified for the program on campus but not over 600 were filled at any given time.

There was a 3% drop in placements accomplished by the regular employment office. Campus placement was responsible for 40% of this decline. However, a large selection of job opportunities prevailed throughout the year for students to consider. Students seemed to be much more selective, often shunning jobs paying less than \$2.00 per hour. At the end of May a sharp decline

in positions forced many students to take anything they could get during the summer.

With the completion in late summer 1967 of the fourth floor addition to the South Wing of the Student Union, several student service activities were moved to new quarters. The Student Auditing Office and the Office of Religious Affairs moved from the second floor of the Student Services Building and provided an opportunity to expand the Student Financial Aids Office, affording a much more logical and efficient arrangement of space and activity. Slight remodeling of the space to be occupied by Employment and College Work-Study improved the facilities and services considerably.

Mr. Gary Young was hired as an Assistant to the Director for Scholarships. Mr. Young was employed on a half-time basis while completing his Master's Degree in Counseling. He graduated from Ashland College in 1965 and taught English in Shelby High School until his appointment.

A new and somewhat revolutionary summer program of remedial education and college orientation was hastily organized and executed over a period of ten weeks starting the last week in June and extending through August 1968. One hundred and sixty-eight disadvantaged students were selected on recommendation of high schools and their counselors. They were housed and fed on campus and given concentrated tutoring in Mathematics and English. They were admitted to the College Work-Study Program for ten hours employment per week to provide for their summer educational and living expenses and a reasonable amount of personal spending money.

At the end of the summer program they were either recommended for enrollment Autumn Quarter with financial aid provided or advised that their success in higher education was very questionable and that financial aid could be offered only on a probationary basis and in limited amount provided mostly by employment, or were definitely advised not to enroll in view of their

demonstrated inability to achieve at minimum academic standards.

It was quite evident by the end of the program that future programs of this type should feature carefully screened selection related to academic potential and motivation. One-third of the original group were recommended for enrollment and were given financial aid equivalent to their individual needs through the Educational Opportunity Grant Program, the College Work-Study Program, and the National Defense Loan Program. Others who enrolled were offered Work-Study employment. More effective pre-screening was further indicated by the fact that after three quarters of regular college enrollment only twenty-five were qualified to continue without probation.

The scholarship programs increased by more than 25% over 1966-67. Awards were made to an additional 650 students. There were a total of 4,407 awards made whose total value was over 1.9 million dollars. The greatest increases were in the Health Professions with 48% and the Educational Opportunity Grant Program with 68%. This was the second year of the E.O.G. Program and 1,578 awards were made totalling \$694,441. The greatest number of grants were in the \$400 to \$500 range made to students from families with an income of \$3,000 to \$6,000. Freshman received 474 grants valued at \$191,530.

With a total of approximately 6,500 loans having been made for \$2,464,342 during this year 2,559 were supported mainly by federal funds and amounted to \$1,875,548. The loan programs constituted the major portion of the direct aid to students. These programs were almost evenly divided among the four undergraduate classes. Graduate and professional students were granted approximately 15% of the total loans but 32% of the total value, due to greater costs and larger maximum loans. Among the undergraduates, the greatest number of loans were made to juniors and sophomores from families in the \$3,000 to \$6,000 income range. Of the graduate and professional students independent of family ties, the majority of loans went to those whose incomes were under

\$3,000.

It was possible to give assistance to 95% of the loan applicants, although in many cases substantially less than the indicated need. The primary reasons for refusing loan applicants were lack of real need and grade averages of less than 2.0. It is highly significant to note that the loan program had grown from a total of 337 loans and \$37,038 in 1942-43 to 6,435 and \$2,464,342 in 1967-68. Even in the last four years the number of borrowers had more than doubled, and the amount loaned had tripled.

The Guaranteed Bank Loan Program seemed also to be gaining substantially in popularity. Although figures were not available to indicate the degree of success students were having in obtaining local bank loans secured by state or federal funds, the number of processed applications increased from 1,227 in 1966-67 to 2,287 in 1967-68. This included 616 applications from out-of-state. The University's responsibility in this program consisted only of certifying that the applicant was currently enrolled and in good standing. The decision to grant a loan rests with the banker and in many cases depends upon the bank's previous relations with the student or his family. This, then, is often the student's last resort.

Due to the rapidity of growth and complexity of the financial aid system, more elaborate data processing methods dictated themselves in the processing and evaluation of applications for aid. Similarly, in the determination of award offers, greater use of "package" or combination awards seemed appropriate. Steps were to be taken at an early date to devise a system to gather and evaluate information through new techniques and interdepartmental channels of communication in order to avoid duplication both for the student or his parents and for the University administration.

In the span of the last twenty-five years Student Financial Aid has taken on new meaning, become much more and effectively organized and seen tremendous

growth. Scholarships have changed from an uncoordinated financial reward for the exceptionally bright student to an organized financial investment in the student with college potential and motivation but whose financial means are inadequate to permit his exploitation of that potential and the utilization of that educational drive.

Loans have become much more acceptable as an individual investment in the future. Credit financing has become a natural way of doing business including that of gaining a college education.

Employment, long a means of providing meals and lodging, has become also a practical laboratory facility for learning and practicing the modern techniques of business, research, teaching and many other personal services. No longer are college students restricted to food service and menial chores for their normal employment. They have proven that they are reliable part-time employees capable of accepting responsibility and following complex procedures.

The field of Student Financial Aids, which, twenty-five years ago was completely unknown on many campuses and widely dispersed and entirely uncoordinated on most others, has grown and matured rapidly. It is now a highly organized and coordinated department on most campuses. Generally it is centralized and recognized as one of the most important services to the student from the time of his application for admission to the day of his final graduation.

Financial aid officers have regionally organized into associations and nationally into a council with regional representation and nation-wide recognition. State associations have been formed to include financial aid administrators from all accredited post-high school institutions. All of these organizations have regularly scheduled meetings and continuing communications.

Growth in the field of Student Financial Aids has far exceeded the training and qualification of competent administrators. Personnel turn-over has been high. Regional work-shops and institutional in-service training programs have

been activated in an attempt to close the gap and to provide more professionally qualified personnel to organize and administer student aid with greater efficiency and experience.

The Ohio State University may be cited as an institution in which this growth has been gradual but rapidly accelerating in recent years. It is not one in which the availability of federal funds has spawned a sudden and hasty development. Ohio State has been in the forefront of the professionalization in this new field. This institution has been instrumental in the organization of state, regional and national associations. Its staff, over the years, have been charter members and leaders of professional organization and administration in student financial aid from the local to the national level. There is much development yet to be accomplished and Ohio State will continue to contribute generously to its progress.